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## Educational News and Editorial Comment

### THE CHICAGO MEETING OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

The four sessions of the meeting of the National Association of Secondary School Principals were all very well attended. About four hundred high-school principals registered as delegates to the meeting and the audience room was crowded beyond its seating capacity. The Association is gaining very rapidly and has undertaken several lines of productive work. Principal W. D. Lewis, William Penn High School for Girls, Philadelphia, Pennsylvania, in the president's address "Student Participation in School Organization and Government as a Training in Democracy," made some very sensible and concrete suggestions for developing leadership in routine high-school work. The salient features of the report on "Cardinal Principles in Secondary Education" were presented by

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Clarence D. Kingsley, State High School Inspector of Massachusetts. "The Place of the Modern Secondary School in a Democracy" was discussed by Principal J. N. Rule, Schenley High School, Pittsburgh, Pennsylvania. The first session on Monday afternoon was closed by the vigorous presentation by Principal H. B. Loomis of Hyde Park High School, Chicago, Illinois, of "What Democracy Should Demand of Her High Schools."

At the dinner of the Association held at the Stratford Hotel the general topic was "Social Science." There were two speakers. Professor McLaughlin of the University of Chicago spoke on the value of history in the schools. He emphasized the importance of instruction in methods of thinking as distinguished from instruction in mere subject-matter. He commented on the freedom of the modern course of study and pointed out the vindication which American education had received during the war.

Professor Judd reported for the Committee on Social Sciences in the High School. By means of quotations from numerous reports received from high-school principals it was shown that there is no agreement as to the relation of history to the other social sciences. Some high-school officers would leave social science entirely in the hands of teachers of history; others would separate the two lines of work. A description was given of some of the courses in civics and economics offered in high schools. The committee asked to be continued for the purpose of collecting and making widely accessible such syllabi and courses of study as are in use in high-school courses in the social sciences. It also asked for co-operation in finding people who can be encouraged to prepare new material to be used in classes in the social sciences. The Association continued the committee.

The third session Tuesday morning was devoted to "The Curriculum." Principal William A. Wetzel of Trenton had a

very interesting account of his successful experiment with "tinker shops" in the junior high school. A place in the curriculum for courses in social sciences was warmly advocated by Principal Thomas J. McCormick of LaSalle, Illinois. The dominant note of the meeting was the demand for more social-science courses in secondary curricula. The Committee on Curriculum made its annual report through its chairman, Principal Edwin L. Miller, Northwestern High School, Detroit.

The Tuesday afternoon meeting considered matters of "Administration." Dr. Thomas H. Briggs, Teachers College, Columbia, showed that individual differences demand for efficiency homogeneous groupings. The methods for bringing about this adjustment were detailed. Mr. Sterling Leonard of the English department of Lincoln School, Teachers College, laid down at great length the lines along which "The Socialized Recitation Can be Used in High-School Subjects." Principal M. R. McDaniel gave a large number of concrete and tested plans for developing "School Morale." A plan to facilitate the transferring of students from one high school to another and to college was expounded by Principal L. W. Smith of Harvey, Illinois. A committee was appointed to study the matter and submit a "Uniform College Certification Blank."

At the business meeting a project to establish a high-school honor society was set on foot, a committee to confer with representatives from the War Department in regard to Junior R. O. T. C. was appointed, and a committee on military training was instructed to obtain information on military training in secondary schools and report at the meeting in 1920. This latter committee in seeking its status was made a sub-committee of the Committee on Physical Training. Principal W. A. Bailey of Kansas City, Kansas, was elected president, Principal Edward C. Zabriskie, Washington Irving High School, New York City, vice-president, and Principal H. V.

Church, J. Sterling Morton High School, Cicero, Illinois, secretary-treasurer. The executive committee is Principal Jesse B. Davis, Central High School, Grand Rapids, Michigan; Principal E. T. Eaton, West High School, Des Moines, Iowa; and Principal W. D. Lewis, William Penn High School for Girls, Philadelphia, Pennsylvania.

H. V. CHURCH

SUPERINTENDENT CHADSEY OF CHICAGO

The commission of nine citizens appointed by the Board of Education of the city of Chicago to nominate a superintendent of schools completed its work late in February and turned in a unanimous report in favor of Charles E. Chadsey. Mr. Chadsey agreed to accept the appointment if the Board adopted the report of the commission, and on March 5 the Board of Education by a vote of 11 to 4 appointed him superintendent.

The work of the commission is notable for several reasons. In the first place, it was carried through without conceding to persistent and powerful pressure brought upon it to nominate a local man. The commission held that its duty was to find the best man in the country and in its quest it came upon a superior man outside of Chicago. True to its mission, it selected this superior man. The Board of Education was appealed to by the same agencies which had tried to influence the commission. That the Board could hardly have resisted the pressure if it had not had behind it a commission whose impartiality was above all question was manifested during the interval between the announcement of Mr. Chadsey's name and the election by the Board.

In the second place, the concentration of attention on the single problem of finding a superintendent which was possible in the commission would hardly have been possible in the Board. The commission held twenty-five meetings. During

these meetings it consulted with forty-one persons whose advice it sought in its canvass of candidates. It met all the leading members of the Chicago school system and a number of the leading educators of the country. It also secured the advice through correspondence of a very large number of leading educators. Seldom if ever have so much time and energy been devoted to the selection of a head for a school system.

The third statement which can be made with regard to the work of the commission will hardly be appreciated in full by anyone who has not lived in Chicago. The schools of Chicago have been dragged back and forth through the mire of politics so long that there are many people who have come to regard corruption of some kind as a natural accompaniment of every happening in this unhappy school system. A recent editorial in one of the leading school journals of the country prophesied that no good superintendent would accept the Chicago position. The commission was able because of its character and its methods to persuade one of the best school men in the United States to accept the position. There must have been in the conferences which led to this decision on Mr. Chadsey's part a freedom from the usual Chicago politics which promises much for the future. Mr. Chadsey has demonstrated in the next most difficult school situation which the country afforded that he is superior to politics. He has swept Detroit clean. He was in a position which no man would willingly leave, for he was complete master of the situation in Detroit. It is doubtful whether he could have been moved to Chicago if he had not been assured of the backing of a group of citizens who are superior to politics of every type.

The experience of Chicago with its commission of citizens is most encouraging. No more worthy choice could have been made; no more clear-cut demonstration could have been given that a city is fundamentally sound in its judgments about schools and their needs.

## COMMENCEMENT ORATIONS

The *School Review* received recently from one of the leading high-school principals of the country a letter couched in such violent terms that it does not dare to print the letter. There are delicate legal problems of libel which are beyond the intelligence of the editors and quite beyond the possibilities of a simple schoolman's purse. The letter ends with the question whether we can do something to protect the honesty of school boys and girls against influences which our correspondent characterizes in unmeasured terms. We are willing to do all we can to protect boys and girls. We are quite willing to quote, therefore, that portion of the letter which reports certain facts. The quotable paragraph is as follows:

The president of the graduating class has just brought to me a letter which he has received from the Standard Educational Service Company, Lock Box 387, Philadelphia, Pa. This letter makes a very strong appeal to the members of the graduating class who have orations, class day exercises and graduation essays to select their topics from the printed list and send in an order for these compositions at one dollar each.

Our suggestion is that as many school people as feel moved to do so take steps to warn parents and pupils of the moral obliquity of presenting orations purchased from such agencies. Moral suasion of a type which we are advised is quite legal could perhaps be exercised on the agency itself if various school people throughout the country would write in sealed envelopes (not on post cards) their views with regard to the purchasing of graduation orations and send them to the address indicated in the above quotation.

## NATIONAL SOCIETY FOR VOCATIONAL EDUCATION

Representatives of vocational education from all parts of the United States gathered in St. Louis, Missouri, February 20-22 for the twelfth annual convention of the National Society for Vocational Education. Like other educational meetings of the year, a large part of the program was devoted to a discussion of experiences growing out of the war and to an

attempt to carry over into reconstruction such lessons from the war as can improve education. Especial attention was given to the problem of rehabilitation of wounded soldiers, to the permanent effects of the participation of women in industry during the war emergency, and to the general effect of the special trade training which was organized by the War Department upon general trade and industrial training. The administration of the Smith-Hughes act was discussed from the point of view of state programs for vocational education with special stress on course of study and provision for the training of teachers.

The morning sessions were devoted to general discussions and the afternoons were turned over to round-table conferences centering around the four major lines of interest represented by the Society: industry, agriculture, homemaking, and commercial work. These round-tables dealt with the details of administering courses and with the training of teachers. It was clear that progress is being made along both of these lines. The stimulus which has come to vocational education through the Smith-Hughes act has brought into the field a large number of serious-minded educators. They are at work in all parts of the country attacking problems connected with the organization of courses of study and developing a body of trained teachers who will raise the teaching of industrial subjects to the level of professional excellence where it belongs and where it can command the respect of teachers in other fields of school work.

The sectional meetings on commercial work attracted much attention. There was special interest in the subject of retail selling and in the development of a body of reliable written material covering this work. Contributions were made from the experience of such organizations as the Retail Merchants Research Association of New York and the Bureau of Salesmanship, Carnegie Institute, Pittsburgh. The work

of these bureaus indicates what can be done in all vocational fields, not only to bring about better business practice, but also to serve as a basis for sound educational practice in the preparation of young people for particular lines of vocational work.

There was expressed throughout the meeting the feeling that courses should be standardized and that there should be definite methods of measuring the results of teaching in the various subjects.

The meeting was clearly a transitional one so far as the Society itself is concerned. In the past it has been supported very largely through the generosity of a few individuals. These contributions have enabled the Society to retain a paid secretary and to carry forward its constructive program. At this meeting such support was cut off and the organization faces the problem of readjusting its financial policy. On the whole, this seems a fortunate situation because of the feeling that the organization has not been as democratic as could be desired. This criticism has held not only as to financial support but as to control of the organization, which has naturally been closely allied with financial support. It has been felt that to all intents and purposes the Society was an eastern rather than a national organization and that it has not in any real way represented the West or Middle West. If the organization can become truly democratic and if it can be made to represent the country west of the Appalachians and west of the Rockies, there is good reason to believe it will get the support necessary for carrying out a constructive program. This is especially true if the proposed journal is made to represent the country at large and becomes the national organ for the exchange of ideas in connection with the fields of work represented by the Society. The degree of usefulness of this or any other similar organization at this time depends upon the extent to which it becomes a truly democratic body. The spirit of the St. Louis meeting indicates a possibility for the development of such an organization.

E. T. FILBEY

## EDUCATIONAL SPECIFICATIONS FOR BUILDINGS

There is a committee of the National Education Association which is studying school buildings with a view to preparing a series of standard specifications. This committee conducted a meeting in connection with the recent session of the Department of Superintendence, at which meeting much progress was reported in arriving at architectural standards.

There is one phase of this matter which it may be well to illustrate and on which school officers can well spend time and thought. While the architects are trying to make their specifications more scientific and satisfactory, school people ought to be learning how to make up educational specifications. There ought to be a clear statement by the high-school principal every time a new building is to go up of the course of study which is to be housed, of the prospects of future development of the school, of the distribution of classes which is contemplated, and of the accessories which are required for the social life of the school. Such educational specifications should be standardized no less than specifications for brick and mortar and for the width of corridors and the height of windows.

There recently came into the hands of the editors of the *Review* a series of such educational specifications prepared by the superintendent of schools at Janesville, Wisconsin. A few paragraphs may be quoted to indicate the character of these specifications. The quotations do not cover all the points made, but will serve to suggest the lines of information which should be worked out.

Janesville is a manufacturing city, located in a rich agricultural region, and while the attendance from the rural sections will be increased somewhat by the attractiveness of better school opportunities, the greater increase by far will come from the houses of the people attracted to the city by reason of the very large increase in the manufactures.

Officers of the General Motors Corporation have stated that due to the advent of their traction plant, the population will be increased to such a

degree that within five years our population will have trebled or quadrupled. This suggestion is entered here because it is pertinent to have this radical growth in mind in all public building plans.

It is now contemplated to have the proposed building house a Senior high school composed of the Sophomore, Junior, and Senior classes, present enrolment about 400; a Junior high school composed of the 7th grades, the 8th grades, and the Freshman classes, present enrolment about 400; and a Vocational school with a daily attendance of about 200 including both full-time and part-time pupils.

From the above data it would seem reasonable to expect that the new building would upon completion be called upon to accommodate 1,000 to 1,200 pupils and should have expansion possibilities to take care of at least 1,500. While additions might be made increasing the capacity to a still greater figure, it is not clear that either efficiency or economy is increased after the above figures are reached, and it might very well be much better in every way to go to a considerable distance and begin the duplication of the plant. . . .

To this end we submit from present enrolment the following facts and figures for each of the departments in our high school. Presuming that the same relative proportions would hold true were the school three times its present size, i.e., 1,500 instead of 500 pupils, we have multiplied the figures for each department by 3, which may give a rough estimate of needed capacity for each department in order to adequately meet the demands made upon it.  
. . . .

Since a certain amount of extra or laboratory work is required in connection with such subjects as the sciences and agriculture, and other subjects such as domestic science, manual training, and commercial work are given double time, we add sufficient time to allow for these and find that at present the high school provides for approximately 2,500 pupil-recitation periods of 40 minutes each, every day; or 312 recitation seatings each period of the present 8 period day. That is, of our present high-school enrollment approximately 300 or  $\frac{3}{8}$  are engaged in class work at any or every period of the school day. . . .

The State requirements for vocational schools provide that 50 per cent of all instruction should be vocational or prevocational and 50 per cent academic.

It is well to recall, too, that the fundamental principles underlying the the Junior High School idea call for a maximum of manual activities and a minimum of academic work for these years.

Furthermore, it is desirable that full recognition be made of the demand that the high school program provide for a well balanced plan of study, work, and play in proper proportions and that all of these activities be provided for in such manner that they may be run concurrently and harmoniously.

Ample provision to meet the growing demand for physical education for all must be included.

#### THE FEDERAL DEPARTMENT OF EDUCATION

Congress did not pass the Smith-Towner bill. There was from the first no practical possibility of the passage of this bill by the Congress which adjourned on March 4. There is no possibility of the passage of an unmodified bill of this type by the next Congress. There is a very strong possibility of the passage of a bill which differs from the Smith-Towner bill in two respects.

First, the appropriation for general school purposes cannot pass. The appropriations for teacher-training, for Americanization, for the eradication of illiteracy, can secure very large support. It is and has from the first been unwise to seek at this time federal additions to local school funds. The people of the United States are willing to deal generously with schools if the matter is properly presented to them. School people must not relax their efforts to educate communities and states. The will-o'-the-wisp of a federal grant has in the last months distracted many a school officer from his task of training his community. That federal grants may be secured for some of the routine purposes of education after a federal department of education has prepared a general scheme and convinced the administration of its wisdom, is a possibility of the future, but not of the present.

Secondly, the bill presented to the next Congress will have to deal much more explicitly with the organization of the proposed department than does the Smith-Towner bill. A Democratic Congress might in war times turn over to the President the power to construct a department of education of

utterly undefined scope, but that is no longer possible under conditions which exist today.

Is it not time for school people to face frankly the fact that there is only one way in which legislation creating a federal department can be secured? Is it not wiser to see to it that a clear explicit bill be drawn rather than a vague indefinite bill which looks like an appropriation request with a weak and highly compromised department attached?

School people will have to give up the idea that a weak and ill-equipped department can solve national problems. The Smith-Towner bill purposely left out some of the great national educational issues because of fear of opposition. Is it not wiser to face opposition and by frank discussion clear the way for an effective organization? The times are ripe for real educational statesmanship, not for compromise.

#### COLLEGE ENTRANCE AND INFLUENZA

We are asked to give publicity to the following:

At the thirty-third annual meeting of the New England Association of Colleges and Secondary Schools, held in Boston, December 7, 1918, the following resolution was adopted:

Inasmuch as on account of the influenza epidemic schools have been closed during the school year 1918-1919 in practically all communities for varying periods of from three to seven weeks; and inasmuch as in the school year 1917-1918 many schools lost time because of the coal shortage; and inasmuch as in the school year 1916-1917 many schools were closed for some weeks because of the epidemic of anterior poliomyelitis, it is evident that the academic preparation of the class which enters college September, 1919, will unavoidably be less thorough than usual.

Therefore, *be it resolved*, That the New England Association of Colleges and Secondary Schools recommends that college executive officers and faculty committees on admission, in determining the fitness of candidates for admission to college in 1919, give even more weight than usual to the school records of the candidates and the recommendations of the principals of the secondary schools.

## SOCIETY OF COLLEGE TEACHERS OF EDUCATION

The program of the Society of College Teachers of Education was carried out at the Chicago meeting, February 24 and 25 as announced. The outstanding features of the meeting were:

1. Committee reports, Monday forenoon with a large place given to the Committee on Practice Teaching for Secondary Teachers.
2. College courses in education and the desirability of agreement on titles, content, and sequence.
3. Determining the mental ability of children.
4. Joint session with the Department of Normal Schools on the preparation of teachers for American public schools.

The business session of the Society was confined to committee reports. The Nominating Committee, consisting of Professors John W. Hall, William S. Gray, A. S. Whitney, and Miss Anna McKeag, reported as follows: For President, Frank P. Graves, dean of education, University of Pennsylvania; for Secretary-Treasurer, G. M. Wilson, professor of education, Iowa State College, continued; for member of the Executive Committee to replace F. J. Kelly, Earnest Horn, professor of education, University of Iowa; for member of Executive Committee to replace Frank P. Graves on account of election as President, Franklin Bobbitt, professor of education, University of Chicago. The report of the Nominating Committee was adopted.

The Auditing Committee, consisting of Professors H. O. Rugg, H. G. Good, and R. A. Kent, submitted the following report:

"The Auditing Committee has examined the books of the Secretary-Treasurer in detail for the year February 1918–February 1919, and records its belief that the accounts are accurate as reported. The present financial status of the Society is as follows:

Balance February 1916.....	\$ 186.67
Balance February 1917.....	272.79
Balance (cash on hand) February 1918.....	574.66
Receipts (from dues, monographs, etc.) February 1918–February 1919.....	<u>360.77</u>
Total.....	<u>\$935.43</u>
Expenditures February 1918–February 1919....	<u>214.51</u>
Cash on hand February 25, 1919.....	<u>\$720.92</u>
(This amount includes an investment of \$300 in $4\frac{1}{4}$ Fourth Liberty Bonds.)”	

The committee also made the following recommendation which was adopted by the Society: “It is recommended by the Auditing Committee and moved by the chairman that future publications of the Society be sent only to those members who are paid up to date.”

The Committee on Resolutions, consisting of Professors W. W. Kemp, D. A. Anderson, and Carter Alexander, submitted the following report, which after considerable discussion of resolutions 1 and 2 was adopted without change:

“1. Believing that the proposed League of Nations is a movement towards universalizing the principles of the Monroe Doctrine, *resolved*, That we record our approval of it.

2. *Resolved*, That we endorse the Smith-Towner bill now pending in Congress which provides for a Secretary of Education in the President’s Cabinet and for the appropriation of funds for the better support of education in the states; and resolved that we urge the setting aside, from the funds for encouraging teacher training as proposed in said bill, of a sufficient amount to provide for the establishment of an experimental school center or centers in each state, thus establishing for education a feature similar to the agriculture experiment stations and to the proposed experimental station for engineering.

3. *Resolved*, That we record our hearty approval of the program of educational development as outlined for the National Education Association by President Strayer, and pledge our active co-operation thereto.

4. *Resolved*, That the Society endorses the efforts of the Federal government, through the U.S. Bureau of Education and the U. S. Employment Service (in the Department of Labor) in co-ordinating teacher placement bureaus of colleges, universities and other educational institutions, provided that all questions pertaining to the professional standards of certification and teacher-rating shall be determined by the Bureau of Education.

5. *Resolved*, That the Society's Committee on College Courses in Education be requested to report at a future meeting on the present status of teachers' courses in high-school subjects, as a part of the educational requirements for high-school certification.

6. *Resolved*, That this Society endorses the recommendations of the chairman of the Committee on Practice Teaching as presented at the meeting on Monday, namely:

a. That secretary of Society use same plan as last year to enlist all in active work.

b. That promotional activity be carried out to secure more and better facilities for practice teaching for secondary teachers under *supervision*.

c. That the secretary of the Society act as the agency for the distribution of material used in the promotional activity, and that members of this committee supply the material.

d. That the larger and better equipped teacher-training institutions provide work to train men and women to *supervise*, or *direct* practice teaching for secondary teachers.

e. That a sum of money sufficient to pay for the propaganda work mentioned above be placed at the disposal of the secretary

of the Society, subject to the approval of the Executive Committee."

In accordance with the above resolutions, the secretary is sending to members of the Society a brief statement on the present status of the committee work of the Society. Each member of the Society is urged to co-operate in carrying forward the program of study and research which the Society has under way.

Respectfully submitted,  
G. M. WILSON, *Secretary.*

AMES, IOWA  
March 10, 1919